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ABSTRACT

Principles, objectives, methods, and materials for this elementary and secondary social science program are described in the booklet. Principles of this program are that social studies: is a body of knowledge to which all students should be exposed; should be taught with an interdisciplinary, conceptual, inquiry, problem-solving approach; ought to be presented in a planned, sequential, and cumulative manner; should be concerned with the teaching of values that can be applied to judgment-making. The purpose is to prepare students to make intelligent decisions as adults in the community, country, and world. A brief overview of topical content is given for the two semesters at each grade level K-12. The program in kindergarten focuses upon developing the child's understanding of himself in relation to his immediate environment. Grades 1 and 2 move outward to study the nation, and analyze communities. Grade 3 attempts an in depth study of American history. Grade 4 emphasizes economic and geographic concepts and includes the first of the topic-linked area studies which appear in each of the following grades up to the 12th. (Author/SJM)

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Concepts & Inquiry

The Educational Research Council
Social Science Program

Allyn and Bacon, Inc.

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This booklet describes the principles, objectives, methods, and materials of CONCEPTS AND INQUIRY. Prepared by the Educational Research Council of America, this program was developed and tested in experimental editions as the Greater Cleveland Social Science Program.

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CONCEPTS AND INQUIRY:
The Educational Research Council Social Science Program

MATERIALS OF THE PROGRAM
Kindergarten through Grade Seven

Kindergarten

LEARNING ABOUT THE WORLD
Teachers' Guide and Teachers' Kit
CHILDREN IN OTHER LANDS
Textbook, Teachers' Guide, and Teachers' Kit

Grade One

OUR COUNTRY
Textbook, Teachers' Guide, and Teachers' Kit
EXPLORERS AND DISCOVERERS
Fourteen Enrichment Booklets, Teachers' Guide, Fourteen Sound Filmstrips

Grade Two

COMMUNITIES AT HOME AND ABROAD
Three Textbooks and Teachers' Guide
AMERICAN COMMUNITIES
Six Enrichment Textbooks and Teachers' Guide

Grade Three

THE MAKING OF OUR AMERICA
Textbook and Teachers' Guide
THE METROPOLITAN COMMUNITY
Textbook and Teachers' Guide

Grade Four

AGRICULTURE: MAN AND THE LAND
Textbook and Teachers' Guide
INDUSTRY: MAN AND THE MACHINE
Textbook and Teachers' Guide
Area Study — THE INDIAN SUBCONTINENT
Textbook and Teachers' Guide

SP 005 300

Grade Five

THE HUMAN ADVENTURE SERIES —
- Ancient Civilization
- Textbook and Teachers' Guide
- Four World Views
- Textbook and Teachers' Guide
- Greek and Roman Civilization
- Textbook and Teachers' Guide
- Medieval Civilization
- Textbook and Teachers' Guide

Area Study — LANDS OF THE MIDDLE EAST
Textbook and Teachers' Guide

Grade Six

THE HUMAN ADVENTURE SERIES (continued) —
- The Age of Western Expansion
- Textbook and Teachers' Guide
- New World and Eurasian Cultures
- Textbook and Teachers' Guide
- The Challenge of Change
- Textbook and Teachers' Guide
- The Interaction of Cultures
- Textbook and Teachers' Guide

Area Study — LANDS OF LATIN AMERICA
Textbook and Teachers' Guide

Grade Seven

CHALLENGES OF OUR TIME —
- Technology: Promises and Problems
- Textbook and Teachers' Guide
- Man in Society: Prejudice and Discrimination
- Textbook and Teachers' Guide
- Nations in Action: International Tensions
- Textbook and Teachers' Guide
- Choices and Decisions: Economics and Society
- Textbook and Teachers' Guide

Area Study — AFRICA
Textbook and Teachers' Guide

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PRINCIPLES OF THE PROGRAM

CONCEPTS AND INQUIRY: The Educational Research Council Social Science Program, developed and tested as the Greater Cleveland Social Science Program, originated in February 1961 in accordance with the recommendations of the Educational Research Council Advisory Committee of Superintendents. Consultants and teachers in the Council's participating schools studied existing social science materials and developed a rationale and plan for a new program. The principles of this program were and remain as follows:

First: Social science, like any other serious subject, comprises *a body of knowledge to which all citizens should be exposed* in the course of their school years.

Second: That body of knowledge is contained and classified in certain *disciplines:* political science, economics, anthropology, sociology, history, geography, and certain aspects of philosophy and psychology; the social science program should therefore pay constant attention to all these disciplines.

Third: Since the most important aspects of social science are *conceptual,* emphasis in education should be on concepts, skills, methods, and structure — not merely on rote learning or memorization of facts.

Fourth: The conceptual approach, designed to enable the student to investigate, understand, and make decisions when faced with many combinations of facts, must be used in conjunction with *inquiry and problem-solving* techniques.

Fifth: In order to provide each student with adequate opportunity for exposure to the disciplines and their concepts and methods, the social science program should be *planned, sequential,* and *cumulative,* from Kindergarten through Grade Twelve; the prevailing pattern of haphazard and uncoordinated courses in social studies must be discarded.

Sixth: Social science in the school must be concerned with *values, both universal and culturally relative;* this concern is shared by all subject-matter fields and their teachers, but the teacher of social science should pay critical attention to the values that govern men's behavior, and, in particular, those that govern behavior in our own society.

Seventh: The special contribution of social science education is to provide students with a basis on which to form *prudent judgments* throughout their lives; that is, to apply their value system realistically and effectively.

OVERALL OBJECTIVE AND METHOD OF THE PROGRAM

The objective of CONCEPTS AND INQUIRY is to expose young citizens to that body of knowledge and skills which will help them to make informed decisions as adults in matters affecting themselves in their social relations and in the political and economic affairs of their community, country, and world. The process of exposure is planned and cumulative; it takes place over the entire school career from primary or pre-primary to high school graduation. It is complicated and subtle, since the operation of a free, pluralistic society, such as the American people, calls for sensitive insights, delicate skills, and the ability to handle complex data and conflicting considerations.

THE STRUCTURE OF THE PROGRAM

Basic to CONCEPTS AND INQUIRY is integrated learning involving each of the social science disciplines. The program interweaves concepts inherent in history, political science, economics, geography, sociology and anthropology, and philosophy, religion, and psychology. History and geography are used as the laboratory in which the other disciplines are examined. The materials are based on the findings and advice of a group of nationally known scholars who have served as program consultants. All materials have been classroom tested on a large scale, both in the participating schools of the Educational Research Council and in non-member schools that have purchased the experimental editions of the pupil books and teacher materials. As an integral part of this testing, the materials have been revised and rewritten at frequent intervals on the basis of reports from these schools.

Flexible Materials in a Rigid Structure

Since the program is sequential and cumulative, its materials are arranged by grade level. However, since abilities and speeds of learning vary, the pupil materials are NOT labeled according to grades; they can be used in non-graded schools or can be individually paced. Furthermore, at every level some parts of the pupil materials are "optional"; these parts may be omitted, used for enrichment, given to more advanced students while the teacher concentrates attention on the less advanced, or employed to diversify class interests. The Teachers' Guides are designed to provide many varied approaches and activities, suited to the varying needs of both pupils and teachers.

Beneath this flexibility is a firm framework of basic conceptual learning. Depth and sophistication of learning may vary; so may the number of factual illustrations or examples covered; but the concepts developed are the same for all students. The

Teachers' Guides are emphatic and specific as to behavioral indications of learning, concepts to be taught, and understandings to be achieved. Thus the teacher has available at all times the goals not only of the program as a whole, but of the grade and particular section being taught at a given time.

An Example of Conceptual Development

Each of the social science disciplines is dealt with at each grade level. Specific concepts and skills within these disciplines are developed throughout the program at increasing levels of sophistication. For example, the concept of division of labor and specialization, within the discipline of economics, is introduced in Kindergarten and first grade in the framework of the school, home, and community; at Grade 2, it is considered in greater depth among specialized communities (a lumbering community, an apple-growing community, a military community, etc.); at Grade 3, it is studied in terms of the contrast between pre-industrial and industrial efficiency and, at Grade 4, in terms of the contrast between traditional and advanced economies; at Grade 5, the concept of specialization as a sign of civilization and economic efficiency is introduced; and at Grade 6, is examined in light of the industrial and technological revolutions.

Each level builds on the preceding levels: the specialized craftsmen of colonial times are introduced in the study of Williamsburg at Grade 2 and are met again at Grade 3 in *The Making of Our America;* the concepts of the Industrial Revolution are introduced at Grade 3, reinforced at Grade 4, and returned to at Grade 6.

Learning by Inquiry

The CONCEPTS AND INQUIRY materials for pupil and teacher are designed to permit their use with a wide range of pedagogical techniques. However, they focus on learning by inquiry,

wherever this is appropriate. The pupil materials include many questions to encourage the student to engage in dialogue, investigation, and problem-solving by applying conceptual understandings already acquired. The Teachers' Guides contain many suggestions for developing inquiry skills along the following lines:

observing and experimenting
forming and testing hypotheses
using logical reasoning
finding facts
interpreting facts
developing a systematic technique for analysis
synthesizing and making practical judgments

Inquiry is a vital method of engaging the pupil directly and actively with the materials studied; the various modes of inquiry are carefully selected to best suit each particular learning objective.

THE MATERIALS OF THE PROGRAM

CONCEPTS AND INQUIRY: The Educational Research Council Social Science Program, is a multi-text, interdisciplinary, inquiry-approach program with a wealth of multi-media resources for both pupil and teacher.

At each level beyond Kindergarten, there are two or more pupil texts accompanied by thorough and extensive Teachers' Guides. Certain of the texts are to be read by every pupil; others may be used by some pupils as enrichment; still others may be scheduled for different groups at different times. Teachers' Kits at the Kindergarten and first grade levels contain materials for bulletin board displays or for use in making transparencies or duplicator masters.

The pupil texts, bound in durable flexible covers, are brief, interesting, and visually exciting. Colorful photographs, historical engravings and paintings, and picture stories complement the vivid text and help to build concepts and stimulate inquiry. The latest cartographic techniques are used in the extensive map program beginning at the Kindergarten level. The fresh, contemporary design of the books reflects the excitement of the program.

Throughout the texts and Teachers' Guides, the emphasis is on the understanding of social science concepts, not on the accumulation of facts. Questions throughout the texts help the pupil think about, interpret, and apply what he has read. Some questions are simple; some require discussion or research; many are open-ended; all make the pupil think.

The unique and comprehensive Teachers' Guides anticipate fully the diverse needs of both the experienced and inexperienced teacher. Detailed background information on the subject matter of the texts gives the teacher security in working with the material. The disciplines, concepts, and skills covered in each lesson are identified, and objectives are listed. Text questions are answered, and a wide range of activities is suggested from which the teacher may choose those most appropriate to the individual class. Many of the activities make use of films, filmstrips, stories, books, and songs; complete resource lists provide the necessary information for obtaining these. The use of globes and maps is stressed throughout. A symbol in the Teachers' Guides identifies activities that particularly involve inquiry. The Teachers' Guides recognize, in their organization and presentation, that in-service materials should be interesting, concise, and appropriate.

A detailed introduction in each Teachers' Guide outlines the philosophy of the program, discusses its objectives and principles, and shows the teacher how the particular text fits into the program as a whole. Specific suggestions are given for making the most advantageous use of each pupil text.

CONCEPTS AND INQUIRY –
KINDERGARTEN
THROUGH GRADE SIX

A brief overview of the topical content of the CONCEPTS AND INQUIRY PROGRAM for elementary grades is provided on the following pages. For a survey of the conceptual development of the program, with emphasis on the cumulative learning of the social science disciplines, reference should be made to the CONCEPTS AND INQUIRY SCOPE AND SEQUENCE CHART (N-B-877), copies of which may be obtained by writing to the Allyn and Bacon sales division that serves your state. The addresses of the sales divisions are given on the inside back cover of this booklet.

KINDERGARTEN

first semester:

LEARNING ABOUT THE WORLD

(Teachers' Guide and Teachers' Kit)

No textbook is provided for the pupil at this stage of the program, but a Teachers' Guide details suggestions for activities to develop the child's understanding of himself in relation to his expanding environment.

- He learns to live in his school, to know the people around him, and to recognize the need for certain rules, such as those governing safety and health.
- He identifies himself with his family, recognizing himself as an individual and as a working member of an organized unit (his home) and recognizing the roles of his parents as protectors and providers.
- By learning about himself he comes to understand the functions of the five senses, the importance of learning to think, and the role emotions play in his life.
- He is introduced to simple economics lessons about goods and services.

A Teachers' Kit contains a package of drawings to illustrate the lessons; these drawings are suitable for making transparencies, duplicator masters, posters, and bulletin board displays.

second semester:

CHILDREN IN OTHER LANDS

(Textbook, Teachers' Guide, and Teachers' Kit)

The child is introduced to the globe and to people who live on various parts of it. He begins to learn about cultural similarities and differences and to realize that one must understand and respect these differences.

An introductory globe study acquaints the pupil with the six great landmasses and the four largest bodies of water. The student is also introduced to children living in four different countries of the world: Japan, Mexico, England, and American Samoa. These countries, with the exception of England, are very different from his own; the children's needs for food, clothing, and shelter are similar to his own, but their means and methods of satisfying their needs differ according to their environment and culture. In each of these studies, the child becomes aware that man's basic needs are always greater than the supply, and that he must use his skills and ingenuity to provide for himself. The lands chosen for discussion include three from which many immigrants came to the United States. The material in the text may be supplemented, at the teachers' discretion, by studies of other lands which have special significance to pupils in a particular class or school.

GRADE ONE

The first grader is moving rapidly from an egocentric to a socialized and even extroverted outlook. The first grade materials consequently move from a consideration of the "school, home, and community" to one of the nation in which the child lives. The child's natural interest in discovery is carefully encouraged by study of episodes of travel and exploration. His growing reading skills are utilized, but the slow reader is provided for by recordings, slides, and other media suggested in the Teachers' Guide.

first semester:

OUR COUNTRY

(Textbook, Teachers' Guide, and Teachers' Kit)

The pupil begins Grade 1 with an intensive review of the lessons learned in Kindergarten. Concepts developed through

previous study of school, home, and community are reexamined and reinforced. New skills added to those already acquired in map and globe reading include location and identification of the North American Continent and the Atlantic and Pacific Oceans. The pupil then studies transportation in the United States and is taken on an imaginary tour of Washington, D.C. The unit on "Allegiance to Our Country" introduces the study of symbols of the United States and of the origins of Americans. Biographies of George Washington, Abraham Lincoln, Clara Barton, and Amos Fortune are included for use in either of the last two units.

second semester:

EXPLORERS AND DISCOVERERS

(14 Enrichment Booklets, Teachers' Guide, and 14 Sound Filmstrips)

The idea of exploration and discovery is elaborated in a series of studies of adventurous voyages. Concepts of varied methods of transportation; the cost of exploration; and the need for capital, for division of labor and cooperation, for authority, and for personal qualities of skill, dedication, and courage are emphasized. Many of the lessons of geography — the earth and its landmasses and oceans, cardinal directions, land, water, air, and space routes — are introduced. Ethical and anthropological concepts of values and cultural similarities and differences are reinforced by the study of four societies met by explorers: the Mongols of Marco Polo's travels, the Tahitians met by Captain Cook, the Indians DeSoto learned of in our Southeast woodlands, and the Ganda Livingstone lived with in Equatorial Africa.

The 14 pupil booklets are arranged in three sets; the booklets within each set call for varying degrees of reading ability. Not all need be studied, but the teacher should make sure that the basic concepts and understandings are developed.

The explorer series is also available as sound filmstrips, reproducing the text and illustrations of the booklets. The filmstrips are available only in sets corresponding to the three sets of booklets.

Set 1	**Set 2**	**Set 3**
Estevan	Henry Hudson	The Norsemen
Columbus	Captain Cook	DeSoto
Balboa	Robert E. Peary	Magellan
Marco Polo	Cousteau	Admiral Byrd
John Glenn		Stanley and Livingstone

GRADE TWO

The pupil is now introduced to the systematic application of the basic concepts of the social science disciplines. A set of basic questions is applied to the study of a succession of communities. The questions used to set up such a systematic structure of investigation are:

Geography	*1. Where is the community?* *2. What does it look like?* *3. What kinds of weather does it have?*
Anthropology — Sociology	*4. What kinds of people live there?*
Economics	*5. What kinds of houses do the people have?* *6. What food do they eat?*
Religion — Philosophy — Anthropology	*7. What religions do they have?*
Economics	*8. What work do they do?*

Anthropology — Philosophy — Psychology	*9. How do children learn?*
Anthropology — Psychology	*10. How do people have fun?*
Political Science	*11. What rules and government does the community have?*
History — Sociology	*12. Is the community changing?*
Economics — Sociology	*13. What transportation and communication does the community have?*
Economics	*14. Does the community grow or make something special?*

These questions are designed to underline the role of the disciplines as specific but mutually supporting bodies of knowledge. In turn, they compel the development of such basic social science concepts as those in geography — location and direction, map interpretation, natural environment, physical features, cultural environment, climate, man's adaptation of or to his environment, boundaries, spatial relationships, and circulation patterns; or those in economics — supply and demand, goods and services, division of labor, savings, tools, money, trade, transportation, etc.

first semester:

COMMUNITIES AT HOME AND ABROAD

(3 Textbooks and Teachers' Guide)

Our Community

After a review and extension of globe and map skills, a detailed study of the local community is undertaken. The community is analyzed in terms of its people, its physical and cultural features, its areas, its culture patterns, its government, and its changes and growth.

The Aborigines of Central Australia
As a striking contrast to his own community, the pupil now studies a "primitive" society. The framework of analytical investigation is applied to the Australian Aborigines, a slowly changing community.

The Eskimos of Northern Alaska
A further contrasting community is now examined. The Eskimos of northern Alaska offer an interesting opportunity for studying a community rapidly changing under the impact of advanced civilization. The old and new ways of Eskimo life are compared.

second semester:

AMERICAN COMMUNITIES

(6 Textbooks and Teachers' Guide)

The pupil continues to apply the method of inquiry he has learned to a selection of communities in the United States. His attention is directed to certain additional themes: specialization, interdependence, and transportation and communications systems in the United States. Of the six books provided, at least four should be studied. These four should include An Historical Community (*which is the introduction to the series*) *and* A Rural Community (*which contains a review of the year's work*). *Ideally, the class should study all or as many as possible of the remaining books, of which the teacher will be able to select those most valuable to her particular class.*

An Historical Community (Williamsburg, Virginia)
This book includes a review of and a look ahead at geographic and other social science concepts. A brief history of the English settlement of Virginia leads to a study of restored Williamsburg (a "service" or recreational community). The book concludes with a biography of Thomas Jefferson.

A Military Community (Fort Bragg, North Carolina)
This, too, is a study of a service community. It is especially

useful for teaching the role of our armed services and the importance of integrated race relations.

An Apple-Growing Community (Yakima, Washington)
An attractive study of a specialized, fruit-growing community. Many of the activities provided include discussion of our food supplies, the importance of a balanced diet, food stores, and the preparation and preservation of food.

A Forest-Products Community (Crossett, Arkansas)
This community specializes in lumbering and paper-making. The study throws light on industry and life in a small, thriving industrial community.

A Steel-Making Community (Pittsburgh, Pennsylvania)
This unit draws attention to communities in big cities. The inner-city community and its people are set in the context of the huge steel-making industry of the United States.

A Rural Community (Webster City, Iowa)
Here the pupil studies an agricultural community, with emphasis on the modern, specialized farm. A biography of Cyrus McCormick and a review of the year's work complete the series.

GRADE THREE

The third grade materials cover two different, but related, complex topics: first, North America and its historical development, and second, the contemporary city ("metropolitan community") in the United States. In the first part, the emphasis is, necessarily, heavily factual, since it covers the physical and cultural environment and social growth of America north of Mexico. This is the first in-depth study of the discipline of history. Basic concepts from the social science disciplines are applied to this factual information wherever appropriate.

Special attention is paid to the multi-ethnic composition of the population of the United States and Canada. The second part is more emphatically conceptual and investigative than the first, being concerned with the great cities of today and their social, economic, political, and cultural aspects and problems.

first semester:

THE MAKING OF OUR AMERICA

(Textbook and Teachers' Guide)

A study of the United States and Canada acquaints the pupil with his own continent and country. The physical and human geography of America north of Mexico leads to a consideration of population and economic factors. This is developed in a study of six episodes of our history: Exploration, Colonization, the War for Independence and the Constitution, the Westward Movement, the Civil War, and Industrialization. The basic political ideas of the War for Independence and the Constitution are discussed in depth.

second semester:

THE METROPOLITAN COMMUNITY

(Textbook and Teachers' Guide)

The discussion of industrialization in the United States leads naturally to the study of big cities. After studies of earth-sun relationships and natural and cultural environments comes the history of an imaginary city. Here the pupil applies the method of inquiry learned in Grade 2 to his own (or nearest) metropolitan community. Topics covered include the parts of a metropolitan community, its people (their origins, groups, work, and play), its services, its government, and its problems (pollution, slums, traffic, sanitation, race relations, crime, riots, and unemployment).

The systematic structure of inquiry applied to the metropolitan community is more sophisticated than that used for the community in Grade 2, but it is obviously built on that simpler system. The emphasis on the problems of our cities introduces a serious note of challenge, and develops in a contemporary context economic, social, and ethical problems raised in connection with the historical study of the American Revolution, immigration, slavery, the Civil War, and industrialization.

GRADE FOUR

Economics and geography play the major role in Grade 4. The pupil studies the contrast between developing and developed economies by examining the relationship between an economic system and geographic factors and by exploring the complex of cultural, anthropological, political, and historical conditioning factors.

first semester:

AGRICULTURE: MAN AND THE LAND

(Textbook and Teachers' Guide)

The pupil begins his study of economics by exploring the development of agriculture. He examines the social consequences of the discovery of agriculture and its impact on man in his transition from a society of gatherers and hunters to one of sowers and reapers. Methods of food production and distribution are discussed as factors that have had a profound influence on the way men live. Javanese techniques of rice-growing (traditional) are contrasted with Texan methods of rice-growing (scientific-mechanical). Discussion of agriculture and farming leads to a study of the wheatlands of the American Great Plains — its history, the problems of slavery, and the effect of the American Civil War. The book concludes with a review of the problems of developing areas.

second semester:

INDUSTRY: MAN AND THE MACHINE

(Textbook and Teachers' Guide)

The roles of specialization, research, and capital investment in the creation of our mass-production and mass-consumption societies are the principal topics for discussion. The pupil is given some insights into the rapidly changing nature of the society in which he lives. The social, political, and economic implications of the industrial-technological revolution are examined through in-depth studies of the canning industry, the clothing industry, the automobile industry, and the increasing use of computers in office and factory. Important map skills are developed as the pupil studies scale, grid, relief, and the use of road maps. The contrast between free and unfree societies is discussed in connection with the immense potential for good or evil inherent in contemporary science, technology, and industry.

Area Study

THE INDIAN SUBCONTINENT

(Textbook and Teachers' Guide)

At Grade 4, the program begins to include an "area study" at each grade. The aim of the area studies is twofold: first, to expose the student to major regions and countries of the world, and, second, to permit the application of conceptual analysis to a specific region or country. Each area study is linked with the topics studied at the given grade level.

The lessons of Grade 4 are now focused on a specific area. In India the contrast between a traditional agricultural society and a modern, mechanized, industrial society may be observed together with the problems of transition. A brief overview of the geography and history of India is followed by a detailed study of life in an Indian agricultural village. This, in turn, leads

to consideration of the growth of industry and industrial cities in India.

GRADE FIVE

The main topics of Grades 5 and 6, are episodes of world history — "The Human Adventure" — chosen to illuminate the history of civilization — both Western and non-Western. Concepts in economics, politics, philosophy, and the other social science disciplines are applied in many different contexts. Special attention is paid to the role of ideas in cultural differentiation and to the phenomenon of the rise and fall of varied forms or branches of civilization.

THE HUMAN ADVENTURE:
Ancient Civilization
(Textbook and Teachers' Guide)

Through an in-depth study of the Sumerian culture, the student learns the meaning of civilization, its origins and features. Emphasis is on the social, political, and economic implications of "civilization." Important themes of the book include the work of the archaeologist in uncovering the past, ways in which different cultures dealt with the challenges of civilization, and the spread of civilization from its early centers to other lands.

THE HUMAN ADVENTURE:
Four World Views
(Textbook and Teachers' Guide)

Four World Views introduces the student to the concepts of controlling ideas — the forces that motivate and guide men's behavior. The study centers on four very different styles of

civilization as they developed in China, India, Israel, and Greece by the sixth century B.C. Using the inquiry approach, the student learns how controlling ideas are formulated and how ideas vary from culture to culture as well as within cultures. The ideas of Confucianism, Buddhism, Hebraic monotheism, and Greek naturalism are studied in terms of the controlling ideas of each of the cultures.

THE HUMAN ADVENTURE:
Greek and Roman Civilization
(Textbook and Teachers' Guide)

Principal emphasis is the influence of the Greco-Roman and Judeo-Christian traditions on Western culture. The growth of the early Greek city-states, the classical experiments in government, the rise of Athenian power, the Age of Pericles, and the decline of Athens are all examined in light of their lessons for today. Roman history is viewed from its founding through the republic and empire. The rise and expansion of Christianity are explored, stressing its influence on Western man.

THE HUMAN ADVENTURE:
Medieval Civilization
(Textbook and Teachers' Guide)

Medieval Civilization builds on the concepts of the ebb and flow of civilization and its controlling ideas. The text emphasizes the rise of civilization during the medieval period in the Middle East, parts of Africa, Europe, and Asia. Special emphasis is placed on the rise and spread of Islam as the third great monotheistic religion. This includes study of the physical environment of Arabia, the life and teachings of Muhammad, and the conquests and flowering of the Muslim empires. The student then examines the medieval African kingdoms, the culture, religion, and government of Latin Christendom from the Dark to the High Middle Ages, and the effects of the Mongol invasions.

Area Study

LANDS OF THE MIDDLE EAST
(Textbook and Teachers' Guide)

The second area study reviews the geography and history of the "Cradle of Civilization." The political and economic problems of the Middle East — international tensions, the Arab-Israeli conflict, and underdevelopment — are examined in light of their influence on the contemporary world. Considerable attention is devoted to sociological concepts of social structure and population patterns.

GRADE SIX

Studies of episodes of world history are continued, from the fifteenth to the early twentieth century.

THE HUMAN ADVENTURE:
The Age of Western Expansion
(Textbook and Teachers' Guide)

Discussion centers on the formation of modern civilization and its rise from the fifteenth through the seventeenth century. The decline of medieval institutions, religious schism, and the fragmentation of Latin Christendom are examined in light of the rise of nationalism, capitalism, humanism, Protestantism, Catholic renewal, exploration, and technological advance. Studies of the growth of the nation-states of England and Spain reveal political and economic factors that have molded Western civilization.

THE HUMAN ADVENTURE:
New World and Eurasian Cultures
(Textbook and Teachers' Guide)

This study focuses on a survey of the Mayan and Aztec civilizations in Central America and on the impact of conquest and colonization on the New World and Europe. The problems faced by the Spanish, French, and English colonists in the strange environment of the New World are analyzed. The discussion of the interaction of man and his environment continues with a study of modern-day Japan and the Soviet Union. The theme of emerging nations is explored in studies of Russia under Ivan IV and Japan under Hideyoshi.

THE HUMAN ADVENTURE:
The Challenge of Change
(Textbook and Teachers' Guide)

"Revolution" is the major theme of this study of the seventeenth and eighteenth centuries. France under Louis XIV and England under the Stuarts and Parliament are examined with a view to contrasting monarchic absolutism and representative government. This is followed by a study and comparison of the American and French Revolutions. The last chapters discuss the technological and social effects of the Industrial Revolution in England.

THE HUMAN ADVENTURE:
The Interaction of Cultures
(Textbook and Teachers' Guide)

This volume centers discussion around the values and ideas that control our lives today: nationalism, imperialism, democracy, capitalism, industrialism, and socialism. The wars for independence in Latin America and in Italy and France and the American Civil War are discussed in terms of these ideas. Three

examples of imperialism are examined: Islamic imperialism in Mogul India, Chinese imperialism under the Manchus, and Western imperialism as demonstrated by British and Spanish colonization. The impact of the West on a pre-civilized society — the Ganda of Africa — is given specific focus. The book concludes with a special section that helps the student view *The Human Adventure* series as a whole.

Area Study

LANDS OF LATIN AMERICA

(Textbook and Teachers' Guide)

This depth study begins with a discussion of the physical geography of the Americas and continues with a detailed examination of the culture, economics, and politics of contemporary Latin America. The role of the Organization of American States and the relations of the United States with the other nations of the Western Hemisphere receive particular attention.

CONCEPTS AND INQUIRY –
THE POST-ELEMENTARY GRADES

GRADE SEVEN

The theme of the Grade Seven program is "Challenges of Our Time." These studies form a fitting capstone to "The Human Adventure" series in world history. They may, however, be used by classes which have not studied "The Human Adventure," since they form a self-contained course of instruction on recent and current developments in world affairs.

The series has been designed to provide as much flexibility as possible. The preferred use is a year's course of instruction, concluding with the area study, Africa (*which provides a review of geographic concepts*). *In schools in which a semester of seventh grade is preempted by state history, two or more volumes of "Challenges of Our Time" may be studied for one semester. One of these volumes should be* Technology: Promises and Problems, *since it is designed as the foundation for the series as a whole. However, the teacher may, at her discretion, use any combination of the books in the series.*

CHALLENGES OF OUR TIME
Technology: Promises and Problems
(Textbook and Teachers' Guide)

This volume emphasizes the technological revolution and the challenges it presents for life in the twentieth century. The history of the early scientific revolution in astronomy, biology, chemistry, and physics from the sixteenth to the nineteenth century is presented as background for the accelerating growth of technology in the twentieth century. Technological developments such as mass production, automation, and computerization are discussed with particular emphasis on the tremendously accelerating pace at which man is acquiring new scientific knowledge. Two problems of a technologically advanced society are discussed in detail: the threat to the ecological balance and pollution of the environment. The fact

that a sophisticated technology represents both a great achievement for man and a threat to his existence is stressed. Discussion of the social implications of the technological revolution include the problems of the individual, depersonalization and overspecialization, and political problems such as control over the use of nuclear weapons, safeguarding the rights of the individual, and the choice of national priorities. The volume concludes with the ultimate questions of whether man will now use his technological expertise to save his environment.

CHALLENGES OF OUR TIME
Man in Society: Prejudice and Discrimination
(Textbook and Teachers' Guide)

An examination of sociological and anthropological concepts of ingroup-outgroup relations, acculturation, and similar topics leads to an understanding of racial and cultural prejudice. This volume examines examples of prejudice and the resulting discrimination against particular racial and cultural groups in the United States and other parts of the world. In the history of the United States each new wave of immigrants became the target for discrimination by groups already established in American society. The book discusses the role of visible minorities such as Indians, Chinese-Americans, Japanese-Americans, Mexican-Americans, Puerto Ricans, and Blacks in the United States. A chapter on Hilter's Germany deals with anti-Semitism and the extermination of six million European Jews.

CHALLENGES OF OUR TIME
Nations in Action: International Tensions
(Textbook and Teachers' Guide)

This volume emphasizes the importance of a knowledge and understanding of recent and contemporary history as a basis for

analyzing international politics. International tensions and detentes are traced from the middle of the nineteenth century to today. Nationalism, imperialism, and class conflict are studied as powerful controlling ideas of our time. Tensions leading to World War I, the period between World War I and World War II, the wars themselves, and the years following are discussed in detail. The cold war and the emergence of the two superpowers, the United States and the Soviet Union, are studied, and special attention is devoted to recent American foreign policy and the role of the United States in the world today. Throughout this study, the student is encouraged to recognize the extreme complexity of international politics.

CHALLENGES OF OUR TIME
Choices and Decisions: Economics and Society
(Textbook and Teachers' Guide)

This volume takes up complicated economic, political, and psychological problems of our time. It begins with lessons in economic analysis and recent economic history. Supply and demand, factors of production, the business cycle, gross national product, economic growth, etc., are examined. Various economic systems — laissez faire, command economy, mixed economy, socialism, and communism — are discussed. The student then studies a practical chapter on consumer economics and the importance of wise spending and saving.

The book then turns to the major ideologies of recent times: Nazism, Marxism-Leninism, anarchism, constitutional-pluralist democracy, and nationalism. Next, the psychological problem of alienation is studied, with special attention to the ways in which people may react to feelings of alienation, ranging from escapism (including drugs) through various constructive and destructive forms of activism. One cause of alienation in our time is "future shock" — the evermore accelerating speed of

change. The book (and series) therefore concludes with a discussion of how to live with (and, if possible, foresee the outcome of) the kaleidoscopic changes of our time.

Area study
AFRICA
(Textbook and Teachers' Guide)

This is the fourth ERCSSP area study, and is designed to fit the themes developed in "Challenges of Our Time" — the technological revolution, economic growth and development, racial and cultural prejudice, and international relations. The study begins with a review of basic skills and concepts in geography, then leads into discussion of the natural environment of tropical Africa. The cultures and civilizations of medieval Africa are examined, followed by the impact of culture contact between Western Europe and tropical African peoples. A chapter on the imperial-colonial period opens the way to a series of studies of contemporary Africa: the contrasts of traditional and contemporary social, political, and economic patterns, the rise of "new" nations, and the leaders of those nations.

A brief indication of the principal topics projected for Grades 8 through 12 is given on the following pages.

GRADE EIGHT

GENERATIONS OF AMERICANS, Volumes I-X
United States history from 1607 to now.

Area Study: **NORTH AMERICA AND THE CARIBBEAN**

GRADE NINE

THE PRICE OF FREEDOM
Essentials of political science and economics, with special emphasis on the United States and the Soviet Union.

Area Study: **WESTERN AND EASTERN EUROPE**

GRADE TEN

STUDIES IN THE HISTORY OF CIVILIZATION AND IDEAS

Area Study: **ASIA AND THE FAR EAST**

GRADE ELEVEN

TOPICS IN AMERICAN HISTORY

Area Study: **REGIONAL GEOGRAPHY OF THE UNITED STATES**

GRADE TWELVE

STUDIES IN RECENT AND CONTEMPORARY WORLD HISTORY

Area Study: **LANDS, PEOPLE, AND RESOURCES OF THE WORLD**

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